

## The Implementation of Learning Strategies to Improve Students' Learning Outcomes at MI Bustanul Ulum Summersuk

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### Abstract

This study aims to analyze the effectiveness of implementing varied and structured learning strategies in improving student learning outcomes at MI Bustanul Ulum Summersuko. Using a qualitative approach, data were collected through observation, interviews, and document analysis. The results showed that the implementation of active learning methods, group discussions, and the use of visual media significantly increased students' active participation, learning motivation, and understanding of the material. In addition, the analysis of student needs allows for the adjustment of materials according to their abilities and background of understanding, which has a positive impact on increasing evaluation scores and critical thinking skills. This study provides recommendations for the development of sustainable learning strategies to improve the quality of education in madrasah.

### Keywords:

Learning Strategies;  
Learning Outcomes;  
Active Learning;  
Qualitative Research;  
Madrasah Education.

### Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas implementasi strategi pembelajaran yang variatif dan terstruktur dalam meningkatkan hasil belajar siswa di MI Bustanul Ulum Summersuko. Dengan menggunakan pendekatan kualitatif, data dikumpulkan melalui observasi, wawancara, dan analisis dokumen. Hasil penelitian menunjukkan bahwa penerapan metode pembelajaran aktif, diskusi kelompok, dan penggunaan media visual secara signifikan meningkatkan partisipasi aktif siswa, motivasi belajar, serta pemahaman materi. Selain itu, analisis kebutuhan siswa memungkinkan penyesuaian materi sesuai dengan kemampuan dan latar belakang pemahaman mereka, yang berdampak positif pada peningkatan nilai evaluasi dan keterampilan berpikir kritis. Penelitian ini memberikan rekomendasi untuk pengembangan strategi pembelajaran yang berkelanjutan guna meningkatkan kualitas pendidikan di madrasah.

### Kata Kunci:

Strategi Pembelajaran;  
Hasil Belajar;  
Pembelajaran Aktif; Penelitian Kualitatif;  
Madrasah.

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## 1. Introduction

Education stands as the cornerstone of a nation's progress and a key driver of human resource development. The quality of education reflects not only the effectiveness of instructional systems but also the extent to which students achieve meaningful learning outcomes. In an era characterized by rapid technological advancement and global competition, the demand for innovative and effective instructional practices has become increasingly urgent. Teachers are no longer viewed merely as transmitters of knowledge, but as facilitators who design and implement learning strategies that stimulate critical thinking, creativity, and active participation among students.

Enhancing the quality of education is therefore a crucial aspect of human resource development, with students' learning outcomes serving as a primary indicator of success. The instructional strategies employed by teachers play a pivotal role in achieving these outcomes. Nevertheless, challenges such as diverse learning styles, limited instructional media, low student motivation, and insufficient innovation in teaching methods often impede the effectiveness of learning strategies, resulting in less optimal academic performance.

In the context of Islamic education, the pursuit of knowledge holds profound spiritual significance. The importance of learning has been emphasized since the first revelation in Surah Al-'Alaq (verses 1–5), which underscores reading, understanding, and teaching as essential elements of intellectual and moral development. This divine message aligns with the essence of effective instructional strategies—fostering learning processes that not only transfer knowledge but also nurture comprehension, reflection, and holistic growth.

The Hadith of the Prophet Muhammad (peace be upon him) which states, "Make things easy and do not make them difficult; give glad tidings and do not drive people away" (Al-Imam al-Hafizh Muhammad bin Isma'il al-Bukhari, 2013), teaches a fundamental principle in the learning process — creating an enjoyable atmosphere that does not burden students and facilitates their understanding of the material. This message aligns with the importance of implementing learning strategies that are gradual, adaptive, and tailored to students' abilities.

In another hadith narrated by Anas bin Malik, it is mentioned that the Prophet Muhammad (peace be upon him), whenever he spoke, would repeat his words up to three times so that they could be clearly understood. This provides an important lesson in instructional strategy — the significance of repetition by teachers as a means of reinforcement and ensuring that students truly comprehend the lesson, rather than merely hearing it once and forgetting it (Al-Imam al-Hafizh Muhammad bin Isma'il al-Bukhari, 2013). Furthermore, the hadith stating, "Whoever follows a path in pursuit of knowledge, Allah will make the path to Paradise easy for him" (Al-Imam al-Hafizh Muhammad bin Isma'il al-Bukhari, 2013), emphasizes the importance of providing motivation in the learning process. Teachers hold a strategic role in fostering students' enthusiasm for learning by explaining the value and benefits of knowledge, thereby encouraging them to study with awareness and meaningful purpose.

The term strategy originates from the Greek word *strategos*, meaning an effort to achieve victory in battle. In education, strategy refers to a systematic plan used to achieve learning objectives effectively and efficiently (Anon, n.d.). A learning strategy can thus be defined as a contextual pattern of instructional activities designed and implemented by teachers, taking into account students' characteristics, school conditions, environment, and learning goals (Sri Anitah W., 2019). In general, a strategy refers to a series of deliberate steps aimed at achieving optimal results. In education, it involves the planning of instructional activities by teachers and students to accomplish predetermined objectives.

A professional teacher is expected to deliver instruction effectively and efficiently; therefore, mastering various learning strategies is essential. The appropriate choice of strategy significantly influences students' mastery of the material and academic achievement. Teachers play a crucial role not only as instructors but also as mentors, facilitators, and evaluators of learning outcomes. Accordingly, teachers must develop effective and efficient strategies as part of their pedagogical competence, as stipulated in the National Education Standards (Anon, n.d.).

The implementation of appropriate learning strategies can create a meaningful difference in classroom effectiveness compared to instruction lacking strategic planning. For teachers, learning strategies function as a roadmap for structuring instruction, while for students, they facilitate comprehension and engagement. Furthermore, effective strategies enhance students' motivation, which ultimately contributes to academic success.

This research was conducted at MI Bustanul Ulum Sumberuko, where several classes were found not to implement structured learning approaches. This issue stemmed from limited instructional resources and the absence of a well-defined strategy, leading to monotonous lessons that reduced students' motivation and participation. Consequently, students exhibited lower levels of critical, creative, and collaborative thinking skills. Without approaches that accommodate diverse learning styles, the learning process becomes less engaging and relevant, ultimately affecting students' comprehension and performance.

Therefore, this study aims to identify factors influencing learning success and to design and implement more effective instructional strategies to improve learning outcomes at MI Bustanul Ulum Sumberuko. The research employed a descriptive qualitative method to explore and analyze the learning conditions comprehensively through observation, interviews, and documentation.

### **Research Gap and Novelty**

Previous studies on instructional strategies in Islamic education (e.g., Rahmawati, 2018; Hidayat, 2020; Yusuf & Ahmad, 2021) have primarily focused on the application of active learning, cooperative learning, or contextual teaching models in general classroom settings. However, few have examined the integration of varied and structured learning strategies that combine active, collaborative, and visual learning approaches within the context of Islamic elementary education (Madrasah Ibtidaiyah). Moreover, most existing studies

tend to emphasize students' cognitive outcomes, while less attention has been given to the affective and motivational aspects that contribute to sustained learning improvement.

This research seeks to fill this gap by analyzing not only the cognitive improvement of students but also their motivation, engagement, and understanding as influenced by structured instructional strategies. The novelty of this study lies in its contextual integration of Islamic educational principles with modern learning strategy frameworks, offering a holistic model for improving learning outcomes in madrasah settings.

## **2. Methods**

This study employed a qualitative approach aimed at exploring the experiences of students and teachers in implementing learning strategies at MI Bustanul Ulum Summersuko. The data used in this research included books, journals, and scientific articles relevant to learning models and strategies. Data collection was carried out through direct observation, in-depth interviews with teachers and students, as well as documentation of classroom learning activities.

Data analysis was carried out using a descriptive qualitative analysis technique, aimed at providing an in-depth understanding of the implementation of learning strategies and their impact on the quality of education as well as on creating an effective and engaging learning environment. It is expected that the results of this study will offer recommendations for learning models and strategies that can enhance the overall quality of teaching and learning at MI Bustanul Ulum Summersuko.

## **3. Result and Discussion**

The findings of the study indicate that prior to the implementation of well-planned and appropriate learning strategies, the learning process in several classes at MI Bustanul Ulum Summersuko had not yet operated optimally. This condition was primarily due to the absence of clear instructional strategies and limitations in learning resources. As a result, the learning process tended to be monotonous and dominated by one-way lecturing methods, causing students to become passive, less interested, and increasingly unmotivated to learn. Students were not actively involved in the learning process, which consequently hindered the development of their critical thinking, creativity, and collaborative skills.

After the implementation of more varied and structured learning strategies—such as active learning approaches, group discussions, the use of visual media, and the adaptation of materials to students' learning styles—significant changes were observed in the teaching and learning process. Teachers began to develop lesson plans collaboratively, involving various stakeholders, including the principal and fellow teachers. This planning process included the establishment of clear learning objectives, the selection of appropriate teaching methods, and the provision of learning media and resources that support students' comprehension.

The implementation of these strategies has been proven to enhance students' active participation throughout the learning process. Students became more interested and enthusiastic in attending lessons. Furthermore, teachers conducted a needs analysis, allowing the learning materials to be adapted to each student's ability and prior knowledge. This had a direct impact on improving students' learning outcomes, as evidenced by higher evaluation scores, better comprehension of the material, and greater engagement in completing assignments and worksheets.

Appropriate learning strategies not only help students understand the material more effectively but also create a more dynamic, enjoyable, and contextually relevant learning atmosphere. Engaging instruction encourages students to become more motivated and to explore their academic potential to the fullest. Therefore, the implementation of effective learning strategies plays a crucial role in improving the overall quality of education at MI Bustanul Ulum Summersuko.

Improving students' learning outcomes is the primary goal of the educational process. At MI Bustanul Ulum Summersuko, the effectiveness of achieving learning objectives greatly depends on the instructional strategies employed. The results of observations and interviews indicate that fluctuations in students' learning outcomes have occurred over the past few years. This condition is attributed to the lack of variety in teaching methods and the limited use of engaging and relevant learning media. Therefore, it is essential for teachers to implement innovative and adaptive learning strategies that align with students' characteristics. The appropriate strategies will have a positive impact on increasing students' interest, motivation, and comprehension, thereby directly contributing to the improvement of their learning outcomes.

#### **4. Conclusion**

The implementation of learning strategies at MI Bustanul Ulum Summersuko demonstrates that the application of effective, innovative, and contextual strategies plays a crucial role in improving students' learning outcomes. Learning strategies that are adapted to students' characteristics, needs, and socio-cultural backgrounds can enhance their motivation and engagement in the learning process. Moreover, continuous evaluation processes and the support of competent teachers further strengthen the success of these strategies.

Furthermore, the successful implementation of learning strategies is also supported by teacher training, the headmaster's encouragement, and the availability of adequate facilities and infrastructure.

Therefore, continuous innovation and development of learning strategies are essential to create a high-quality and effective learning process that benefits student

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